Year 4 Achievement Standard

Receptive modes (listening and reading)

By the end of Year 4, students understand that texts have different text structures depending on purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts. They fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts, and respond to others’ viewpoints. They listen for and share key points in discussions.

Productive modes (speaking, writing and creating)

Students use language features to create cohesion and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and data can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning.

Structure

The Australian Curriculum: English Foundation to Year 10 is organised into three interrelated strands that support students’ growing understanding and use of Standard Australian English. Each strand interacts with and enriches the other strands in creative and flexible ways, the fabric of the curriculum being strengthened by the threads within each sub-strand. Together, the three strands form an integrating framework of disciplinary knowledge and focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking and writing from Foundation to Year 10.

The three strands are: Language: knowing about the English language. Literature: understanding, appreciating, responding to, analysing and creating literary texts and Literacy: expanding the repertoire of English usage.

Year 4 Content Descriptions

Language

Language variation and change

Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages.

Language for interaction

Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and responding to them in a larger group.

Text structure and organisation

Understand how texts vary in complexity and technically depending on the approach to the topic, the purpose and the intended audience.

Expressing and developing ideas

Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases.

Investigate how quoted (direct) and reported (indirect) speech work in different types of text.

Literature

Literature and context

Make connections between the ways different authors may represent similar storylines, ideas and relationships.

Responding to literature

Discuss literary experiences with others, sharing responses and expressing a point of view.

Use metalanguage to describe the effects of ideas, text structure and language features of literary texts.

Examining literature

Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers’ interest by using various techniques, for example character development and plot tension.

Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns.

Creating literature

Create literary texts that explore students’ own experiences and imagining.

Create literary texts by developing storylines, characters and settings.

Literacy

Texts in context

Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts.

Interacting with others

Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information.

Use interaction skills such as acknowledging another’s point of view and linking students’ response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently.

Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences.

Interpreting, analysing, evaluating

Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text.

Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing.

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts.

Creating texts

Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a wide range of audiences, demonstrating increasing control over text structures and language features.

Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure.

Write using clearly-formed joined letters, and develop increased fluency and automaticity.

Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements.